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ABSTRACT

The Area Consortium on Training initiated the Training for Technology Project to fill industry needs for skilled personnel and job needs for economically disadvantaged persons. Major accomplishments included establishment of a training team for economic development and for development of training programs; contacting of more than 100 employers; provision of information/contacts on local labor market needs and future trends; submission of the first joint training programs by Ohlone College, the Fremont-Seward Regional Occupational Program, and the Fremont Adult School; creation and securing of funding of four retraining programs in electronics/robotics and computer-aided drafting (CAD); acquisition of CAD and robotics equipment for Ohlone College; funneling of 60 disadvantaged students into training programs; and building of trust and rapport among business, educational, and governmental representatives. These barriers to cooperative education were identified: initial doubt about the usefulness of the effort; concerns about "turf"; breaking traditional roles; encountering different mindsets and vocabulary; facing time constraints; and funding. Recommendations to educators regarding customized training were: strengthening of the infractructure of vocational education; maintenance and expansion of partnerships with business and government; and development of local expertise. (Some news releases are appended.) (YLB)

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FINAL REPORT
1982 - 1983

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FINAL REPORT

AREA CONSORTIUM ON TRAINING

1982 - 1983

"Training for Technology" Project

Ohlone College, Lead Agency

Written by

Lynn D. Moock

Executive Director

December 1, 1983

EXECUTIVE SUMMARY

The Area Consortium on Training is a locally initiated partnership of business, education, government, and labor. Its purpose is to "insure a skilled labor force matching the demands created by a changing economy and advancing technology. "Training for Technology" was the name of a project funded by the State Department of Education and the City of Fremont to fill the current needs of industry for skilled personnel and of the economically disadvantaged for jobs. ACT contacted new and expanding businesses offering training assistance and coordination with employment and training agencies. Ohlone College is the lead agency. Ohlone College, the Fremont Adult School, and the Fremont-Newark Regional Occupation Program also provided funding to support new program development and collection of labor market information.

Major accomplishments include: establishing a training team for economic development and for development of training programs, contacting more than 100 employers, providing information/contacts on local labor market needs and future trends, submission of the first joint training programs by the college/ROP/Adult School, creation and securing funding of four retraining programs in electronics/robotics and computer aided design drafting (entry level and upgrade in each field), acquisition of CAD and robotics equipment for Ohlone College, helping to funnel 60 disadvantaged into training programs, building trust and rapporte among business, education, and government representatives. ACT also increased awareness about the possibility of cooperative action and the need to become involved in employment and training programs.

Barriers to cooperative action involved initial doubt about the usefulness of the effort, concerns about "turf", breaking traditional roles, encountering different mindsets and vocabulary, facing time constraints, and finding the necessary funds. These were overcome most often by remembering the goal and individual willingness to contribute toward its success.

Recommendations to education regarding customized training are: 1) give priority to strengthening the infrastructure of vocational education, 2) maintain and expand partnership with business and government, and 3) develop local expertise.

Some members describe ACT as a catalyst for new ideas and programs. Others as a local forum to identify needs and to find the resources to address them. And others comment on the synergy which the partnership generates. They all like and share the proactive spirit which characterizes ACT.

ACT exemplifies the belief: "We can do together what we cannot do alone."

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FINAL REPORT

for the

AREA CONSORTIUM ON TRAINING

"Training for Technology" Project

1982 - 1983

I. Background

The Area Consortium on Training (ACT) is a partnership of business, education, government, and labor whose purpose is "to assure a skilled workforce matching the demands created by a changing economy and advancing technology." ACT initiated the project "Training for Technology" with Ohlone College as the lead agency. It was funded by the State Department of Education (SDE) and the City of Fremont. The project comprised most of ACT's activities during its second year of operation.

The project goal was to field test in Southern Alameda County - an area with both displaced workers and growing high technology industries - methods to fill the current needs of industry for skilled personnel and of the economically disadvantaged for jobs by outreach to new and expanding industry offering training assistance and coordination with employment and training agencies.

This project and the partnership was designed at a conference called "New Partners for New Technology" held in September, 1982. Business, government, education, and labor leaders were invited to spend 2 and 1/2 days analyzing the issues and planning a solution - or deciding not be become involved. All options were open. The conference began with a luncheon at Castlewood Country Club. Keynote speakers were Dr. Lawrence Korb, Assistant Secretary of Defense; Dr. Adam Osborne, founder of Osborne Computer Corporation, and Richard Carlson, regional economist from SRI International. After lunch the nearly 100 participants identified barriers to solving the problems outlined by the speakers. The next two days a smaller planning group of about 40 heard speakers describe various models which have been successful. One was a company/school training program, another a consortium on companies who established a training program with a community college, and the third was a community group of training providers working with economic development people in Battle Creek, Michigan.

Conference participants decided a coordinating council approach of business, education, government, and labor should conduct outreach to new and expanding companies, connect business with government and education resources, help education establish

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and maintain state-of-the-art training programs, help funnel the disadvantaged into those training programs, and also insure the availability of adequate career guidance. The group believed strongly that existing agencies should be utilized and strengthened. From that base "Training for Technology" began. The post-conference planners decided to use the Area Consortium on Training rather than create a new name and organization which was not known.

ACT grew from a response by Ohlone College, the Fremont Adult School, United Auto Workers Local #1364, the Fremont Employment Development Department, and the City of Fremont to an extended lay-off at the General Motors plant during 1979-81. When workers were recalled in the spring of 1981, projections for future employment of autoworkers were grim. With the movement of high technology in the area, this group decided the community and particularly the employment and training agencies needed to look at retraining would be accomplished for the many who would need it in the future. More agencies were involved - Fremont-Newark Regional Occupation Program, Vocational Rehabilitation, and others. They applied for a $100,000 grant from the State Department of Education (SDE)with Ohlone College as the fiscal agent. The proposal was selected for funding from October 1, 1981 to September 30, 1982.

Before the project officially began, truck production at the GM plant was discontinued. In six months the plant was closed. ACT spent the first nine months rallying community resources, helping to establish a Displaced Worker Center in space donated by Alameda County staffed by EDD, publishing a guide called "How to Find What" of community services and a guide to training programs, helping to establish three short term training programs, and raising awareness about the plight of displaced workers. By summer local politicians had taken a strong interest. General Motors and the United Auto Workers were indicating a willingness to supply the financial resources necessary in a joint venture with the state.

ACT Board members knew people in addition to autoworkers were being laid-off as a result of technological changes and the shifting economy. They believed any long-term approach to the problem needed the involvement of business. Therefore, ACT planned the "New Partners for New Technology" conference.

SDE provided another $25,000 to implement the plan designed at the conference. They had given Ohlone College $10,000 to sponsor the conference. The City of Fremont voted to contribute $20,000 in Community Development Block Grant funds to support the economic development approach of outreach to new and expanding businesses to establish training programs benefiting the disadvantaged. During the course of the year, funds were also provided for related activities by the ACT Director by Ohlone College ($13,000), the Fremont Adult School ($3,000), and the Fremont-Newark Regional Occupation Program ($3,000).

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II. Objectives and Results

A. OBJECTIVES:

1. Establish a training team with members from the City of Fremont, Fremont Chamber of Commerce, Alameda County Training and Employment Board, Ohlone College, Regional Occupation Program, Fremont Adult School, AFL-CIO, Employment Development Department, Alameda County, and representatives from business, industry, and labor.

2. Contact 35 employers in prospective, new and expanding industries to offer assistance in developing training programs.

3. Design 3 training programs using new educational technology such as computer assisted instruction whenever possible.

4. Package funding proposals for training programs as suitable using CETA, CWETA, or private sources.

5. Assist employers using CETA or CWETA with required reporting and administrative procedures.

6. Act as liaison to funnel 50 economically disadvantaged people into training programs.

7. Identify barriers to cooperative work with Training Team members to reduce or eliminate their effects.

8. Prepare a final report documenting results and providing recommendations for education's role in systemized, employer-specific technical training.

B. RESULTS:

Objective 1 - Establish a Training Team.

The training team exists in the form of the Area Consortium on Training. Based on the recommendations of the conference participants and the post-conference planning committee, a 20 member Board of Directors was established. By-laws were written and they call for ten representatives from business/industry, four from education, four from government, and two from labor. General membership is open to any company/organization that supports the ACT purpose, which is "to assure a skilled workforce matching the demands created by a changing economy and advancing technology.

Board members for 1982-83 are: John Juarez (Co-Chair), Manager and Vice-President of First Interstate Bank; Judith Knepper (Co-Chair), Personnel Manager for J.C. Penney Credit Regional Service Center; Roger Milovina, Corporate Recruiter for Hewlett-Packard; Robert W. Summers, Public Affairs Manager for

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Chevron, U.S.A.; James Barlow, Trainer for A.C. Transit; Jay Laws, Personnel Manager for Kaiser Permanente; Curt Huska, Associate Dean for Vocational Education at Ohlone College; James Mayo, Director of the Fremont-Newark Regional Occupation Program; John Mazzone, Principal of the Fremont Adult School; Tom Ahern, Regional Representative for Control Data; Duncan Buchanan, Manager of the Fremont EDD Office; Herb Epstein, Economic Development Director for the City of Fremont; Bruce Kern, Planning Director for the Alameda County Social Services Agency; and Bill Ward, Secretary for the Alameda County Building Trades Council.

In September 1983, membership totalled 54. A list is attached with a copy of the membership certificate. The larger membership greatly increased the pool of resources available to the consortium as a whole. Members frequently attended and participated in monthly Board meetings.

ACT or the training team was envisioned primarily as a broker. In that role ACT contacted businesses and advised them of the training resources available through education and government. It also shared information on business with education. For example, when Ohlone College lost the use of a high school classroom for a materials class in drafting, ACT was able to suggest an employer who might allow use of his facilities. This contact is being developed. Ohlone College needed a part-time drafting instructor and ACT recommended a man retiring from Diablo Systems, who was subsequently hired. Joint proposals were developed among the ROP, Adult School, and Ohlone College. Articulation began between the Adult School and Ohlone College on basic skills.

Control Data received information on a Request for Proposal available from Ford Motor Company in time to apply. Their project was funded. The ACT Director served on a special Vocational Advisory Committee for the ROP and the Community Advisory Committee for the Adult School. A list of names was given to Ohlone College for potential members of an Engineering Advisory Board.

Based on input from an ACT Board member and electronics industry representative, a course title was changed in the Ohlone College electronics department to reflect the troubleshooting being taught and which improves a student's employability.

ACT served as the training contact for people directly involved in economic development. It provided another incentive for industry considering locating facilities in this area.

ACT connected a new company in Fremont which is developing software to connect IBM PCs with DEC mainframes with a company marketing IBM robots which are programmed using the IBM PC.

Industry contacts were given to an Ohlone College counselor for a job shadowing program.

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Numerous immediate job openings were funneled to EDD staff at the Displaced Worker Center, Ohlone College Placement Office, and the ROP as a result of company interviews (Alpha Beta, Evotek, Omni Technology, Fremont Cable are examples).

Ideas on career development were shared with Special Education psychologist from the Fremont Unified School District. Ohlone College nursing program recruiter was referred to the ROP and EDD.

The Mayor of Fremont gave ACT $500 to aid displaced workers. The money was given to the City by Al Bernardin, owner of several local McDonald's restaurants. The money was used to purchase assessment materials for the CAD and electronics/robotics training retraining programs which were developed.

Golden Gate University volunteered career counseling assistance for management level displaced workers when the Ford Plant closed. The Dean of Student Services was referred to the Ford Industrial Relations Manager, who was handling their project. Information on the Soroptomist scholarship for a re-entry woman was distributed among ACT members and other agencies.

Several companies were referred to Ohlone College for contract training (Pacific Telephone, General Electric, Data Graphics, and J.C. Penney). The Training Manager for Office Automation at General Electric, an ACT member, visited the Ohlone College campus, met with the secretarial/word processing faculty, reviewed the program, and offered suggestions on future trends.

Information was disseminated on counseling displaced workers and the consortium approach through presentations at conferences (Community College Counselor's, American Association of University Women, Robotics Seminar sponsored by Ohlone College, EDD Employer Advisory Group), community organizations (Newark Rotary, Fremont Kiwanis, Fremont Optimists, Mission San Jose Chamber of Commerce), with individuals (College of the Siskiyous, Foothill College, Assembly Office of Planning and Research), and through publications (Fremont Chamber of Commerce newsletter, Newark Chamber Cable television show, EDD state newsletter, Career Planning & Research Newsletter).

ACT published a brochure describing services to businesses which was distributed through the City of Fremont, City of Newark, Chambers of Commerce, personal contacts, Business and Government Library, and elsewhere. A copy is attached.

The ACT Director served on the Fremont Chamber of Commerce Economic Development Committee and a special United Way Team on response to needs of displaced workers.

Requests for proposals were exchanged among ACT members as appropriate.

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ACT researched trends in employment and technology on a national and state level to supplement the information gained locally. Material was gathered from the National Center for Research in Vocational Education on curriculum for Robotics and Computer Aided Design Drafting, for example. Information gained from attendance at conferences on high technology or business-education cooperation was distributed and discussed among members. ACT members generally collected and shared articles in magazines like the Futurist, Businessweek, Fortune, and others.

Members described ACT's critical role as a local forum to identify needs and find resources. In addition to the broker role, members saw ACT as a catalyst bringing together groups who had not previously cooperated to the same degree. The spirit has been proactive. Jay Laws described the synergy which resulted and the increased power created by working together.

Trust has been developed among the training team members which promotes interactive action. John Mazzone of FAS said companies are not so foreign now and John Juarez of First Interstate said business people would not have met with educators without it. George Hida of Safeway saw the value to business as meeting personnel needs and helping the community. Jim Barlow indicated A.C. Transit must respond to the needs of the community and participation in ACT was one way to do that from his training perspective. John Baker of Ohlone College said the job shadowing program and work with displaced workers revitalized the counseling department. EDD manager Duncan Buchanan saw continued value in the team approach during the transition from CETA to JTPA. Many members liked the proactive spirit and the developmental purpose of ACT. They saw ACT as different from the Private Industry Council (PIC), because money is not the reason the group was formed (to administer a program), ACT does not have a targeted population, and ACT was locally initiated. Members believe PIC should support ACT financially.

Objective 2 - Contact 35 employers.

By September 30, 97 employers had been contacted. They were advised of the training resources available through education and government and their training needs explored. In addition, ACT collected information on the types of employees they hire and the training required to provide local labor market information to the college and the schools. Data on length of time in Fremont area, percentage of employees who moved with them if the company was new to the area, and their hiring projections was collected. Employers were also asked about possible field trips and role models for non-traditional careers and interest in a variety of training programs. A copy of the survey is attached.

A variety of methods were used to market ACT services, in addition to individual interviews. The ACT Director served as a navigator on the Fremont Chamber of Commerce's Economic Development Tour and met many real estate developers. An article

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appeared on the front page of the Fremont Chamber newsletter. The ACT Director was interviewed by the Newark Chamber Vice President on their half hour cable television show. At the request of the Fremont Economic Development Director, an ACT brochure was sent to a company considering Fremont. The Director spoke at a number of organizations and meetings as described under the objective above. She also was invited to share ACT's contribution to economic development at two financial forums sponsored by Crocker Bank with economic development people from cities and counties in the Bay Area.

Most of the companies contacted and, of course, most of the new companies beginning in Fremont are small. ACT was asked to explore the possibility of expanding its services to include helping small businesses begin and grow through brokering existing services and developing new ones by Supervisor Don Excell. This joint venture was selected as one of four demonstration projects in California by the U.S. Small Business Administration. Possible implementation plans is being discussed.

Objective 3 - Design three training programs.

Eight training programs were designed, three more were explored, and four others are in progress at this time.

The ROP, Ohlone College, and the Fremont Adult School through ACT designed five training programs for workers displaced from the General Motors plant in Fremont. They were not selected for funding by the GM/UAW-State education team based on the anticipated costs. Later the Fremont Adult School did provide remediation to workers who did not qualify for other training programs, because of reading and math deficiencies.

A contractor contacted ACT asking for help to train someone to assist him in his work remodeling houses. He knew someone, who was on welfare, who could be trained. ACT connected him with the Alameda County Training and Employment Board (ACTEB) to use CETA funds for this purpose. The contract was written after several meetings. Help was also given on the details of eligibility requirements.

Two intensive retraining programs for displaced workers in Computer Aided Design Drafting and Electronics with an introduction to Robotics were designed with Ohlone College and were funded. The programs are 42 weeks long. Students will attend class 26 - 32 hours per week. They will receive more than 1,000 hours of training and earn 38 - 45 units of college credit. Intensive programs of this nature and duration have not been offered by Ohlone College previously. The college will purchase 12 CAD stations and 12 HERO robots for eventual use by the general student population.

Programs were explored in diesel mechanic at the ROP,

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customized with a concrete sawing company, and in English as a Second Language and Spanish for Supervisors to be taught by the Fremont Adult School. EDD's Employment Data and Research found insufficient labor market demand for the diesel mechanic program. The jobs in concrete sawing are seasonal, affected by weather, and are hourly. Therefore, EDD did not fund that concept using Trade Assistance Act monies. The employer decided to use an internal person as an instructor for the superivors in Spanish and to not offer the ESL class for employees at this time.

During the employer interviews, several employers indicated a need for training in hazardous materials handling. More employers, the City, the Fire Department, and other training providers have been contacted. The program is in the planning stages. Another major program in office automation is also being explored. The visit by the GE Training Manager for office automation was one of the first steps.

In addition, ACT is working with the Fremont Adult School to acquire interactive video equipment so they can computerize several components of the high school diploma program.

Objective 4 - Package funding programs.

Nine funding proposals were developed by ACT. The five joint proposals to retrain displaced GM workers were submitted as a package through ACT to the State education/GM-LAW committee in Sacramento. The two training programs at Ohlone College are funded through four proposals. Two proposals, one in Electronics/Robotics and one in CAD, were sent to State EDD, the agency administering the JTPA program. They were selected for funding under Title III and the Emergency Jobs Bill. One contract was written to cover both programs. Then two more proposals were submitted to the Chancellor's Office of the California Community Colleges for the Investment in People program. They asked for funds to purchase the equipment required for the training and to pay ten percent of the instructional costs. These IIP proposals also included a new component to upgrade the skills of employed technicians and drafters in the new technology. The CAD project included use of an employers facilities for training on industrial equipment, pending approval from the Department of Energy. The CAD proposal was ranked Number One in the state.

Although a proposal was not written, ACT worked with the contractor mentioned earlier to secure CETA funding for an OJT contract.

Objective 5 - Assist employers using CETA or CWETA with required reporting.

One employer, mentioned above, used CETA funds. An offer of assistance was made and questions were answered early in the application and contract process.

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Two new companies have expressed interest in using funds from the Employment Training Panel. If they decide to proceed and the ETP awards them a contract, assistance from ACT may be needed.

Objective 6 - Act as liaison to funnel 50 economically disadvantaged into training programs.

Sixty displaced workers began training at Ohlone College in the training programs ACT developed November 9. The initial contract with State EDD was approved September 29. Recruitment began immediately thereafter. The ACT Director worked closely with EDD, the College, and the Adult School to recruit and assess qualified individuals. Approximately 100 were tested for basic skill proficiencies and interest compatibility. The ACT Director also assisted College officials with the contracting process. All applicants were screened by EDD. The Adult School provided remediation in reading for drafting students.

ACT also wrote a proposal to have an Ohlone College counselor at the Displaced Worker Center to provide vocational counseling to laid off GM workers. The Chancellor's Office of the California Community Colleges did select it for funding. Unfortunately, local UAW representatives believed peer counselors should be used. When agreement could not be reached, the project was not funded.

An additional number of people were referred to existing training programs either through the Displaced Worker Center, the ROP, Adult School, or College when they called ACT for information.

Objective 7 - Identify barriers to cooperative work with Training Team members to reduce or eliminate their effects.

Barriers to collaborative action involved initial doubt about the usefulness of the effort, concerns about "turf," breaking traditional roles, encountering different mindsets, communicating using different vocabularies, facing time constraints, and finding the necessary funds.

(1) Doubt about usefulness

Many people expressed doubt about the usefulness of a consortium at the local level to deal with the issues of retraining. Some concerns from educators were based on the memory of RAVEC, an unsuccessful attempt to coordinate vocational programs. Members believe an unsuccessful program does not negate the value of the concept. ACT also has the advantage of being locally initiated and not imposed from Sacramento as RAVEC was. ACT was also described as an experiment with yearly evaluations.

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The decision to continue would be based on performance and continued need.

Others thought cooperation and collaboration should happen without a separate group. Everyone agreed it could have, but that coordinated action had not occurred to the extent needed with this problem. In addition, staff was unavailable through any one organization to develop the communication among the members, to gain new members, to learn what resources were available among the partners, to research the problems and the labor market, to serve as a broker, and to assist in developing new programs.

After one person was convinced of ACT's value, that member often had to do internal marketing within their organization to gather the necessary support.

Lack of knowledge about the problems involved and about the partners contributed to doubts. Members indicated egos sometimes interfered - whose idea was it. At the planning conference attendees shared their perceptions of the problems and they were recorded on a 20 foot sheet of butcher paper. The complexity of the issues and the inability of education, government, labor, or business to solve them alone became apparent. We also had experts share their research and predictions. Throughout the year members have collected and shared articles addressing the topic. The need for action was reinforced again and again. The national emphasis on public/private partnerships helped. We could point to other initiatives which helped people be willing to work with groups that they had not worked with before and to see the approach in a larger context.

Because ACT has business, education, government, and labor members as does the Private Industry Council (PIC), concern about duplication was heard. Despite the similarities in composition of their Boards, PIC and ACT perform different and yet complementary functions. The driving force behind each one also differs. PIC's main function is to administer the federal Job Training Partnership Act (JTPA) and to serve the training needs of a targeted population (economically disadvantaged and displaced workers). ACT links business with training resources available through education and government (JTPA is one). ACT helps education understand the local labor market needs and develop programs in response. PIC is federally mandated and ACT grew from the desire by local people to solve a community problem cooperatively.

Because ACT was locally initiated, the quality of the membership was important. Quality does not mean just job title, although that is a factor. Quality also means reputation in the community. People are often skeptical of a new idea, but they will keep an open mind and explore the organization if someone they know and trust already belongs. Several members joined on this basis.

Doubts about usefulness decreased with time and as

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accomplishments occurred. However, doubts are perceptual and as they decreased with one group they increased with another. The loss of the UAW Local as a member and the gain of the Fremont Chamber of Commerce is an example. UAW was a charter member of ACT, which was formed to develop a cooperative approach to the retraining needs anticipated as employment in the auto industry and other smokestack industries declined and as it increased in the service/information areas. Charter members had worked together to help autoworkers during a long layoff at the GM plant. Before ACT was officially funded in October, 1981, shutdown of truck production was announced and the plant closed within six months. ACT served as the rallying point and community coordination group to help displaced workers before GM/UAW acted nationally, before the state became involved, and before JTPA was passed. The UAW Local saw ACT as useful to them then. Many Chamber members at that time saw ACT as union oriented and not useful to the business community as a whole. As the massive resources which were necessary to deal with the problems locally and nationally became available, ACT was able to refocus on the long term issues of retraining and to broaden the scope to the many people other than autoworkers who are affected by the shift from a predominately manufacturing base to an information/service one. ACT members, education and government, also saw the need to include business and to concentrate on economic development. UAW, for this reason and others, left and the Chamber joined.

Usefulness is in the eye of the beholder. Each member of a consortium must see the benefit for themselves, for the area they represent. The bottom line concern of business is profit. Trained people contribute to a profitable organization and untrained people affect it negatively. Business people are concerned about the quality of the labor force - finding the people they need. Educators want to maintain their role as the primary training providers, but they are concerned about the shrinking resources and increasing expectations. Government has a broad role and also faces declining funds. Unemployed people and failing businesses affect a community and collectively the state and the nation. Government, through EDD, has a job placement function and also pays unemployment insurance or other support payments, through various agencies, to those who are unemployed. It also has a major role in training. UAW at the beginning and the Building Trades Council were the only organized labor groups who chose to participate. In the trades, many of their members were on lay-offs and training was closed except through their own apprenticeship system. The Building Trades Council saw a benefit to their members in supporting ACT's economic development thrust. They agreed to be available to work with employers who might be concerned about a work stoppage during construction.

To be useful, a collaborative effort must be mutually beneficial. Defining a bottom line benefit is not always easy.

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(2) "Turf"

One of the most often mentioned barriers was "turf." Within education, concern about district lines and unclear responsibilities surfaced. Ohlone College trains and provides remedial education to adults. The ROP also trains some adults and the Adult School provides basic education for adults. The ROP and the Adult School are part of the Fremont Unified School District. How would those roles and services be handled within specific training programs? District lines were an issue in relating to business. Should ACT work with companies located outside Fremont or the Tri-City area? How do we preserve recognition for individual consortium members and still provide a coordinated effort? Conflict exists between levels of government as well.

A distinction between education and training is often made. One definition says education provides basic skills and generic training (i.e. electronic technician) while training is job specific (i.e. electronic technician for Hewlett Packard). Obviously, training is given a broader understanding in JTPA and other vocational education programs.

ACT handled "turf" problems by concentrating on the reason for joint action and the benefits of participation to the people who needed help. The experience of members within their individual systems was invaluable in finding ways to utilize the resources and avoid potential pitfalls. Success often depended on individuals being willing to share limited resources, to look for innovative interpretations, to work beyond normal expectations.

Meshing the various bureaucracies with their differing rules, policies, decision-makers, and procedures required attention to detail and the combined thinking of all involved.

Dedication and selfless action made the difference.

The year ACT spent with education, government, and UAW was critical to success of the partnership with business as members. In that first year educators had the opportunity to develop trust and understanding of each other and to develop the same relationship with governement - specifically EDD, City of Fremont, and County of Alameda. Contact with state and federal levels for each partner was also established on this issue and with this group. Knowing what to expect from each - strengths and weaknesses - made it easier to expand and include another sector. Business' impression of local education and government in employment and training was positive as a result.

(3) Traditional roles/mindset/communication

All three topics affected how members initially interacted with each other. Most members had preconceived notions about the roles and attitudes of the other sectors. Some were confirmed,

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others were not. Each sector had to break out of its traditional method of operation to contribute. Vocabulary was critical as partners learned new acronyms and different definitions of words they all used.

(4) TIME

Time, primarily lack of, created frequent difficulties. First, members had to resort priorities within already busy schedules to participate. Second, "requests for proposals" to fund the training programs needed arrived with very little lead time. To meet the deadlines and to go through the various levels of administration with the agencies involved for approval required herculean efforts at times. It also forced people to ask for favors, to apologize, and to disrupt schedules more often than was comfortable.

Trust, respect, and commitment to a purpose take time to develop. Those bridges were necessary before the sacrifices necessary to deal with the time constraints seemed worth the effort.

Innovation and change take time. According to Rosabeth Moss Kanter in The Changemasters, change takes 14 months to 3 years within industry. ACT had twelve months to accomplish its objectives, decide the need for continuation, and find funding for that contingency.

Relationships also take time to build. Many of the business contacts are very new. Some began last year at the conference, others started when the companies were interviewed about their training needs. Employers who are new to ACT want to help. They do not know exactly how at this point. The payoffs to education in advice on curriculum development, equipment donations, instructors, training sites, field trips, and access to what is happening in technology at the workplace will not fully materialize for several years - if the contacts are maintained. The payoffs for business will also occur in the future as specific training programs are developed, as education refines vocational courses to meet their needs, as they utilize the resources available to them through government, and as they have impact on the method of delivery for the public training system.

Training programs take time to develop from indentification of a possibility, to research of the labor market, to decisions on a delivery method, to funding, to implementation. Programs in hazardous materials handling, robotics, office automation, and job specific programs with new employers are in various stages of development.

(5) MONEY

Lack of dollars was the first barrier mentioned as the Board

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discussed the Final Report. This obstacle acted as a catalyst as well. Shrinking budgets made people more willing to look for new solutions and to plan cooperative ventures.

The perception that funds were unavailable created a barrier of its own. When an idea was suggested, frequently the first response was "We can't afford it!" We had to approach projects from the perspective of "Given we don't have the money now, do we think it is important enough to look for a way to fund it." Once the commitment was made, the money was usually found.

Money for training displaced workers was particularly scarce when ACT began. Now the federal and state government have allocated more resources for this purpose. The country and the community was also in deep recession, so industry was not looking to education to churn out entry level people of any kind. However, the time lack of resources provided allowed for the development of the interpersonal relationship among the team members which was necessary to offer the training programs when the economy shifted and the government acted.

Money for program development and for sustaining coordination efforts is still scarce. Whether the preceding barrier, time, will permit a solution remains to be seen.

Objective 8 - Prepare a final report documenting results and providing recommendations for education's role in systemized, employer-specific technical training.

a. Final Report

This final report will be sent to the State Department of Education, President/Superintendent of the Fremont-Newark Community College District (Ohlone College), Mayor of Fremont, Superintendent of the Fremont Unified School District, and the ACT Board of Directors.

b. Recommendations for education's role in employer-specific training

Before making recommendations, ACT's reasons for contacting employers regarding training and their reaction will be shared.

ACT members wanted to address the mismatch which exists between the skills of the unemployed and the skills employers want. Other states (North and South Carolina, Texas, Oklahoma, and others) have established successful customized training programs to attract industry. Community colleges and vocational schools had taken a lead in those programs. California did not have a similar program or plans to implement one. Three funding sources for training programs did exist or were being developed which could be used for this purpose (JTPA, CWETA, and the new Employment Training Panel). A broker was needed to acquaint employers with the opportunities, connect them with the

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appropriate people in education and government, and overcome the negativism toward government sponsored training created by CETA. This broker or ACT would work with economic development people in the City and Chamber to provide the training component of their strategy. In July CWETA was blue pencilled from the state budget by the Governor. Currently JTPA funds for this fiscal year have been allocated almost in total for generic training.

ACT has contacted approximately 100 employers. Two are interested in using ETP funds. One may not qualify for training assistance for most of their production workers, because ETP has made a policy decision not to fund programs for jobs under $5.00 per hour starting wage. If programs are developed, the contracts will be directly with the companies and their staff will do the training. Other companies were too small. ETP wants to work with companies hiring 30 or more people in a year.

In addition, many of the new high tech companies in Fremont wanted to hire experienced technical people. In this labor market they have been able to find them. "Job shops," however, provide many of the first time jobs for newly trained people.

When the other states mentioned above began their programs, their labor force did not have the skills in demand. Those states also made a decision to simultaneously strengthen their educational systems as an attractant to industry.

Generally, the larger companies have their own training staffs. The smaller ones do not hire enough people to make a training program cost effective. Many of the new companies in Fremont were relocating from other Bay Area cities. The majority of their personnel moved with them.

Training opportunities can be developed, if a college or school chooses to channel its energy and resources in this direction. For example, through frequent contacts with a variety of employers, an educational institution could discover a training need common to many. A generic program could be developed. College of San Mateo produced a widely used computer interactive program to upgrade assemblers to technicians. Specialization within technicians may be an opportunity now. Vestibule (pre-worksite) with a new employer is possible, if they are contacted before the plant opens and the college/school helps them use ETP, for example. However, the initial development costs have to born by the college/school who wants to play this role.

Two community college districts in California did dedicate staff to this purpose. They are Los Angeles Community College District and Rancho Santiago District in Orange County. LACCD has ten campuses. Orange County contains many large defense contractors. They accessed CWETA and Business Labor Council funds for implementation after initial planning. They have had some success and need to be followed.

"For profit" businesses have complained to the Small Business Administration that non-profit corporations or agencies

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are using their tax exempt status to offer services and products for less money than the fees which "for profit" corporations can offer. Specifically they mentioned software development and travel tours. Training has not been mentioned yet, but the concept is the same.

Cost is a two-sided issue. Government expects education to offer training for less. Contracts under JTPA and previously CETA were often awarded to "for profit" training companies at twice the per person cost as those awarded to colleges or schools. The difference is often the cost of buying new equipment or renting facilities. Companies may not view courses sponsored by public education as having the same market value as those developed privately.

Although ACT did not find many employers who wanted or could use government or education services, they were very willing to help education. Education should decide exactly what it needs and ask business for assistance.

RECOMMENDATIONS

1. STRENGTHEN INFRASTRUCTURE OF VOCATIONAL EDUCATION

Top priority must be given to strengthening the vocational programs which exist and to developing new ones as industry needs change. The demands of industry for trained people continue to increase in complexity. For example, the Training Manager in Office Automation for General Electric in San Jose talked about the basic skills a secretary needs. She meant word processing and use of a microprocessor. All the other skills necessary - typing, writing, reading, computation, etc. - were assumed. Hewlett-Packard regularly recruits from three year technical only schools in other states for electronic technicians. A Personnel Manager for a floppy disk manufacturer, who was brought out from an East coast facility to open a new plant here, has found that "a technician is not a technician." The industries here who all use "electronic technicians" require different specializations. As a result, a transfer for a technician laid off from a semi-conductor firm to work at a floppy disk company is not always possible. The 26 community colleges in the Bay Area may need to evaluate their curricula and offer specialization for second - or third - year students.

Instructor retraining is critical as is a supply of new instructors. Most community colleges have not decided exactly what instructors they need and then asked industry to loan them or to supplement salaries in high demand fields.

Facilities in demand occupations are often fully utilized. Expanded offerings on an open entry basis, for example, are not possible without new facilities (rented or purchased), new equipment, and additional instructors.

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2. MAINTAIN/EXPAND PARTNERSHIP WITH BUSINESS AND GOVERNMENT

One person on each campus must have responsiblity for building and maintaining relationships with business and irdustry. That person should also link with the many other people on campus who have contacts, from instructors to secretaries. A large CAD system was donated to a Bay Area community college through a secretary in the drafting department who lived across the street from the national sales manager for a CAD manufacturer. Everyone on campus can help once the initiative has been taken.

The liaison can work with departments to develop a specific "wish list," to augment the contacts the instructors already have, to contact the new companies in that field for input, to do surveys relating to curriculum, and to develop training programs.

Overall the liaison can gather information and act as a distribution point for information gathered by others on where the labor or skill shortages are and will be, on what equipment is needed and is available, on what indstructors are needed and where they might be found.

This liaison can help develop new programs or help introduce new technology into existing ones.

Interaction with government at several levels is critical at this time. The state legislature is looking at vocational education, particularly for adults. A permanent funding pattern for community colleges is being developed,hopefully. Input from local educators is critical. Feedback on the implementation of JTPA and participation in its development is a major task at the local and federal level. State EDD administers JTPA, so that relationship is more important than ever before. Now that placement has become the criteria for success, EDD who has the primary placement role is a key ally.

3. DEVELOP SPECIFIC EXPERTISE LOCALLY

Build on success. Every district has programs which are particularly strong, instructors who have special expertise. They can be marketed on a contract basis or they can be sold as worthy of support by industry through contribution of equipment or laon of instructors.

An area may be chosen to develop specialization based on local industry. For example, Fremont has a large number of banks and savings and loans, including a regional operations center. The College has American Institute of Banking approved courses which are not very well attended. Perhaps, if they were packaged differently, more people would enroll. For example, most banks will pay tuition reimbursement on work related courses. Why not offer the courses in a savings and loan community center,

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send flyers to every bank/savings and loan in town, and charge a fee to participate which would cover instructional costs. Local bankers would be the instructors.

Customized training is a small part of the vast employment preparation process. The key lies in a commitment to improving the quality and increasing the investment in education - from kindergarten through the university. Education is still the vital link between individuals and the job they can perform. The success of business, education, and government all depend on how well each individual does his or her job. Democracy depends upon a well educated populace and a healthy economy.

The commitment must come from business, education, government, and labor at the local, state, and national level. They must combine their knowledge and resources for a common purpose: to strengthen the public education system, so vocational training keeps pace with technological change and people with obsolete skills have the opportunity to retrain.

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AREA CONSORTIUM ON TRAINING

NEW PARTNERS FOR NEW TECHNOLOGY

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New Partners for
New Technology

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"A partnership of business, education, government and labor to assure a skilled workforce matching the demands created by a changing economy and advancing technology"

Director	Co-Chair
Date	Co-Chair

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VIEWPOINT

BY STAN ALLEN, CCE
EXECUTIVE VICE PRESIDENT

REFLECTIONS ON A TRIP

My wife and I recently spent 2 weeks of our vacation time on a trip back east. We spent seven days in Milwaukee visiting family and friends, six days in Toronto visiting friends and attending a convention and two days in Chicago visiting friends. During these visits we had many opportunities to talk to people about conditions in the three cities and, as is my usual habit, I did quite a bit of walking around the cities. Some of the observations I made and the information I received I think will be of interest to you because it has definite implications for Fremont.

One of the very noticable things about the three cities is the effect that the winters have upon the cities and the people living in them. The roads were in far worse condition than those in Fremont. It is hard to understand how some of these cities will ever catch up on the road repairs that are generally very unsightly, very dirty, many of the stores are boarded up and the traffic problems caused by strip commercial development are not only difficult to handle but dangerous. Seeing these cities certainly makes one hope that in Fremont we can keep strip commercial development to an absolute minimum.

Another factor that is very important to the people in the three cities we visited is high unemployment and the problems that go with it, such as street people. We are very fortunate in Fremont that our unemployment is relatively low. Of course, this is at least in part because we have worked quite hard to create a economic base that would be more resistant to recessions than is the case in other cities.

One of the things that I saw in

AREA CONSORTIUM ON TRAINING

(This article was prepared by ACT)

Businesses may now find out how loc educational institutions can help me their training needs and whi government programs may reduce relat costs through the service of the Ar Consortium on Training (ACT).

"Through this collaborative effor people get jobs and businesses sa time and money, improving the gener economic climate," commented Jo Juarez, ACT Co-chair and Manager First Interstate Bank. The oth Co-chair is Judy Knepper, Personn Manager of J.C. Penney's Region Credit Center.

In addition to helping existi companies, ACT works with the Chamb and the City to attract new busine and industry by adding a traini component to their econon development strategies. ACT is Chamber member and the ACT Direc

ACT

CONTINUED FROM PAGE 1

Lynn Moock serves on the Economic Development Committee.

As a broker of training expertise and dollars, ACT is doing locally what has been done on the state level in other places. Many states now subsidize training to attract new companies. California does not. However, several government programs, state and federal, provide training funds to businesses hiring new employees or upgrading current ones.

"We will help employers utilize these programs whenever possible," Ms. Moock said. "Contracts with local educational institutions is another option, when government funding is not appropriate," she added.

Customized programs to meet the individual needs of employers can be developed. If several employers have similar needs, a consortium approach would be explored. "Training can be arranged through Ohlone College, the Fremont-Newark Regional Occupation Program, the company's own staff, or any other educational source best suited to meet the employer's need," Ms. Moock added.

John Juarez sees ACT's service as particularly beneficial to small businesses who do not have large training departments.

ACT staff is currently interviewing employers in the area to determine their current hiring and training needs and their projections for the future. If training is needed now, ACT staff will help employers develop programs. This information will be shared with local educational institutions to help them maintain state-of-the-art programs.

ACT is funded by the State Department of Education and the City of Fremont (Community Development Block Grant funds for economic development). The purpose of this partnership is to "assure a skilled workforce matching the demands created by a changing economy and advancing technology."

In addition to J.C. Penney and First Interstate Bank, ACT members also include: Ohlone College (lead agency), Fremont Chamber of Commerce, A.C. Transit, Kaiser Permanente, Hewlett-Packard, Employment Development Department, City of Fremont, County of Alameda, Control Data, Fremont-Newark Regional Occupation Program, Fremont Adult School, Building Trades Council, Bank of America, Chevron USA, Diablo Systems, Lucky Stores, Pacific Gas and Electric, Safeway Stores, Boyce Associates, Hayward Adult School, Hayward Unified School District, Vocational Rehabilitation, and Crocker Bank.

Any employer who would like more information should call Lynn Moock at 790-1466. ACT offices are located at 39439 Paseo Padre Parkway, Suite 110, Fremont.

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Keynote speakers at job education conference: Richard C. Carlson of the Stanford Research Institute, International; Adam Osborne, Osborne Computer Corp.; and Lawrence J. Korb, assistant secretary of defense.

Huge turnover in jobs predicted at conference

By John Oliver
Staff writer

PLEASANTON — The United States is "not in a recession. It is in a time of [illegible] change," Adam Osborne, computer designer and marketing whiz, said Tuesday at Castlewood Country Club Tuesday.

The audience, some 100 educators and business people at the "New Partners for New Technology" Conference, gathered to find ways private industry and educators can teach Americans the work skills Osborne's "tremendous change" will require.

The conference gathered Osborne and Lawrence Korb, amistant secretary of defense for manpower, reserve affairs and logistics, and Richard C. Carlson of SRI International of Menlo Park, formerly the Stanford Research Institute.

Korb explained the government's role in training the military in skills that can match civilian job needs.

The audience wasn't quite ready, however, for Osborne's direct manner or the brevity of his commeots.

"I don't believe any government is capable of understanding the magnitude of the change," Osborne said. "Almost overnight electronic calculators wiped out the whole mechanical calculator industry. The typewriter is on its way out. The camera as we know it today is on the way out."

Those disappearing industries will eliminate many present day work skills and displace thousands of people. That is what is happening today, he said, and that a lot of people are out of work, "is going to continue into the future."

"The only solution is a shorter work week so that we can spread the work available. In 20 years, is half the population going to be unemployed and rioting in the streets? Are we going to learn to retrain people in order to deal with all these displaced industries," he asked.

Osborne heads the Osborne Computer Corp. which he founded in January 1981, to produce low-cost (under $1,800), portable (folds up like a briefcase, weighs 24 pounds and fits under an airplane seat) computers.

He told his audience he hired his first employee in December 1980 and today employs 350. As of March this year he had sold 15,000 computers. Business Week magazine that same month guessed Osborne Computer would ring up $20 million in after-tax earnings on revenues of $150 million in 1982. A more recent Newsweek article estimates 1982 revenues of more than $250 million.

Osborne has made remarkable changes in the already rapidly changing computer industry. Asked afterwards what he was going to do about the conditions he outlined, Osborne replied, "I'm going to hire another 350 people in the next year."

Korb reviewed the Reagan administration's policies in dealing with the inflation and unemployment, and then showed how increased defense spending not only created new jobs for defense work but how military skills can be adapted to civilian work later.

Korb emphasized, however, that the administration feels that the government should not create new jobs. That is the private sector's domain.

"Defense spending must not be geared to civilian jobs," he said, "but there are 2.3 million people in the private sector whose jobs depend on the defense industry."

In California this is exceptionally notable, he said, in that the state has one dollar out of every five spent in prime defense contracts.

"Pragmatically," Osborne said, "private enterprise is to create new industries and jobs. The government should stay out. It should give us the incentive to continue our private enterprise."

SRI's Carlson said: "We don't have a classical recession today. We have a depression in industries in the Midwest and in the construction industries and astounding success in other areas of the country and other industries.

"We have a mismatch of jobs available and skills of the unemployed. That is a new kind of economic problem. We are in a wave of technological change.

"Technology comes in bursts and public reaction to it changes. There was reaction against changes in the '70s. That has changed and people are more receptive to them today.

"But the technological changes in the '80s will be much greater than in the '70s," he said.

Carlson said the country is becoming "The information society. Our greatest resource is brain power. Innovations are backed up in the laboratories, ready to go. There are enormous numbers of technological changes ready to move out of the lab. The information society will expand even more greatly than the Industrial Revolution did in its 275 years.

"Workers dealing with information make up the greatest single work group in the U.S. today. Information is the key to new wealth," Carlson said.

Echoing Osborne, Carlson declared, "It is likely that within the next 20 years, close to the majority of today's jobs will disappear. Whole ranges of occupations will disappear to be replaced by new ones."

Tuesday's speakers set the stage for a series of small workshops scheduled for later that afternoon which will continue at the Kaiser Center for Technology in Pleasanton today and Thursday.

The three-day conference was planned by the Area Consortium on Training, a Comprehensive Employment and Training Act program operating under the aegis of Ohlone College in Fremont.

Fremont gives $20,500 to job-training group

By Jim Wilson
Staff Writer

The agency that coordinates job retraining for General Motors workers who were laid off when the Fremont plant closed in March got a $20,500 boost.

The Fremont City Council voted unanimously Tuesday night to give the Area Consortium on Training $20,000 out of the city's $1.2 million in federal community block grant funds. The council also agreed that a $500 private contribution to the city from Al Bernardin for "the charity of your choice" should go to assist the laid-off workers.

Bernardin, who operates two McDonald's restaurants in the city, is celebrating the 10th year of the Quarter Pounder hamburger, which he invented.

"I am going to donate this to the organization that trains people who are out of work," said Mayor Leon Mezzetti when Bernardin presented the check.

A few minutes later, Vice Mayor Bob Reeder and Councilman Bill Ball agreed with Mezzetti to add the city's contribution to the training program.

The council also agreed that a $500 private contribution to the city from Al Bernardin for "the charity of your choice" should go to assist the laid-off workers.

Councilmen Gus Morrison and Yoshio Fujiwara were attending the League of California Cities conference in San Diego.

The federal funds were left over after the city allocated the rest to community projects for the 1982-83 fiscal year.

The council contributed $11,200 in January to the state Employment Development Department's special job center for laid-off GM workers when that center was in danger of shutting down from lack of federal funding. It has since received additional federal funds to stay in operation.

Lynn Moock, director of the consortium, said the city's contribution will be combined with state and private funds to set up training programs for unemployed workers. The programs will be geared to the needs of new and expanding industries in the area.

She said that with $100,000, the agency could develop as many as five new training programs for workers at work places or at local schools. The money also would be used to assist employers using government training programs.

The Fremont-based agency, which began last year with an $82,000 federal grant, has been trying to determine where jobs are and where they will be in the future. It has provided a link between business, educators and displaced workers seeking jobs.

The agency set up retraining programs with Ohlone College, the Fremont Regional Occupational Program, Chabot College in Hayward and other private institutions last summer, mainly for GM workers.

But workers hit by other plant closures and layoffs have also been assisted by the agency's efforts to research and set up training programs, Moock said.

In other business, the council decided to continue two controversial issues until Nov. 2. They are:

- Reconsideration of the council's previous decision to disband the Historical Architectural Review Board, which sets architectural standards in the old Mission and Niles business districts. The city staff says a review board is necessary so property owners can qualify for federal investment-tax credit for historical restoration.
- Review of the planning commission's recommendation on plans for redesigning the street system in the Mission business district.

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Fremont agency survey sizes up job prospects

By Christine Stevens
Staff writer

FREMONT — Welding and diesel mechanics sounded like two kinds of marketable skills that laid-off area workers could study with hopes of finding jobs.

Local educators were talking about retraining classes geared to those jobs "until we actually did research and found how hard it is to place people" in those fields, according to Lynn Moock, executive director of the Area Consortium on Training (ACT).

The Fremont-based agency has been a link between the business community, educators and displaced workers seeking retraining.

Research to determine where the job opportunities are now and where they will be in the future has been a major goal of the agency, which began in September 1981 with an $82,000 federal grant.

ACT has focused much of its effort on helping the more than 5,000 people displaced by layoffs and the March closing of the General Motors Corp. assembly plant in Fremont.

But the agency's research and efforts to help set up public school and private technical training programs is designed to help all workers hit by plant closings and layoffs, Ms. Moock said.

ACT does not conduct training programs but has helped schools decide what kind of courses to offer laid-off workers and has assisted workers in finding the right program to suit their needs.

A survey involving about 50 area employers forms the basis for many of the agency's conclusions about job prospects in various fields.

The agency sent its questionnaire to 400 Bay Area employers and received a response of 10 percent to 15 percent, Ms. Moock said.

Based on that survey, the agency concludes that fields involving electronics, computers, office machine repair and word processing hold the most promise now and will continue to do so in coming years.

Nursing and pharmacy work also will be in demand, as will drafters and machinists able to work with computers, Ms. Moock predicted.

For most area people laid off from assembly-type jobs, that means retraining will be a big plus in finding work.

ACT worked with Ohlone College, the Fremont Regional Occupational Program and Chabot College in Hayward to establish three 1982 summer programs geared to laid-off GM workers.

The agency also published and distributed 7,000 copies of "Where to Find What," a guide to educational facilities and welfare services aimed at displaced workers, Ms. Moock said.

ACT also has distributed other training program information and co-sponsored presentations at the United Auto Workers union hall about educational and job opportunities.

The agency's most recent effort was a conference designed to give area employers the chance to talk about the kind of jobs they will have available in the future.

Of last year's $82,000 grant, $56,400 went for salaries, including $26,100 for Ms. Moock and rest for an assistant, two part-time workers and the director of a workshop held to help laid-off workers tackle the job market. About $9,000 of the grant was returned, and the rest was spent on postage, printing and miscellaneous expenses.

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